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Sept. 1921

NEW YORK (STATE) UNIVERSITY

NORMAL SCHOOL

COURSE OF STUDY.



Class LB 1920

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1921

New York (State) University

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE DEPARTMENT OF EDUCATION

NEW YORK STATE NORMAL SCHOOLS
COURSE OF STUDY

September 1921

CONTENTS

	PAGE		PAGE
Introductory statement	3	Drawing 2	13
Curriculum	4	Drawing 3	13
Education	6	Drawing 4	14
Health education	8	Geography	14
English	8	Music	15
History	10	Observation and participation ...	16
Arithmetic	11	Rural course	17
Nature study	11	Penmanship	18
Drawing 1	12	Library methods	18

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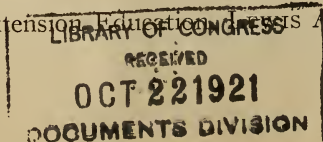
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NEW YORK STATE NORMAL SCHOOLS COURSE OF STUDY

INTRODUCTORY STATEMENT

During the past two years a committee of the normal school principals with the cooperation of outside assistance which they have called in has been working on the new course of study for the state normal schools. Most helpful cooperation has been given by a committee appointed by the Council of State Superintendents. The State Teachers Association, through formal resolution and through its legislative committee, was of great assistance in securing the revised salary schedule for the state normal schools which was an essential part of the reorganization of the work. The work of the committee has now been completed and the general curriculum for the training of teachers for the elementary grades is submitted in tentative form. The new course of study has been approved in tentative form by the State Board of Regents and becomes effective September 1921.

The class entering in September 1921 will be graduated from a modified two-year course, the work to be selected largely from the first, second, third and sixth semesters of the new three-year course.

The class entering in September 1922 will enter upon the three-year course.

The general course for the training of elementary teachers as it has been submitted is given first in outline form. It may be observed that differentiation begins with the second year, the differentiation providing for three courses covering the kindergarten-primary work, the work for the fourth, fifth and sixth grades, and for the seventh, eighth and ninth grades or junior high school period.

In addition to the outline there has been presented a brief summary of the objectives of each course, presented for the purpose of defining in general the character of the work to be done. It is believed that this will be of real assistance in aiding principals, heads of departments and faculty members to organize the work along the same general lines in the different schools.

The outline is in tentative form and will be subject to constructive criticisms during the year. The use of the course during the year will give us the benefit of laboratory criticism of the material in order that before the outline is put into more definite form, slight

modifications and changes may be recommended and submitted for approval.

This outline covers only the usual elementary school course. The readjustment of the special courses in several of the state normal schools is to follow later. In addition to the special courses a committee is at work on a new course for the training of rural school teachers, which will be submitted for consideration later in the year.

CURRICULUM

Indicated periods refer to clock hours

Kindergarten- primary (1, 2, 3)	Intermediate (4, 5, 6)	Grammar (7, 8, 9)
<i>First semester</i>		
Essentials of English		
1		
Health education ...		
Arithmetic		
History (European).		
Introduction to teach-	<i>Same</i>	<i>Same</i>
ing		
Drawing		
Music		
Observation		
20		

Second semester

Essentials of English		
2		
Health education ...		
Geography (general)		
Penmanship		
Music	<i>Same</i>	<i>Same</i>
Psychology		
English literature		
(general)		
Observation		
20		

Courses for kindergarten-primary, intermediate and grammar divisions are identical the first year; differentiation begins the second year.

Third semester

Primary reading ...	3	Drawing	3	Drawing	3
Health education ...	3	Health education ...	3	Health education ...	3
Kindergarten theory.	3	Geography	3	Geography	3
Music	2	Music	2	Music	2
Nature study	2	Nature study and ele-		Nature study and ele-	
Handwork	4	mentary science...	3	mentary science...	3
Technic of teaching		History	3	History	3
(school economy)		Technic of teaching		Technic of teaching	
and observation...	3	(school economy)		(school economy)	
20		and observation...	3	and observation...	3
		20		20	

Fourth semester

Tests and scales....	2	Tests and scales....	2	Tests and scales....	2
Sociology	2	Sociology	2	Sociology	2
History of education	3	History of education	3	History of education	3
Kindergarten theory.	3	Music appreciation..	2	Music appreciation..	2
Music appreciation..	2	Industrial arts (hand-		Physical training and	
Industrial arts (hand-		work)	3	games	3
work)	3	Physical training and		Participation	3
Participation	3	games	3	Health	2
Health	2	Participation	3	Elec. & J. H. S. field	3
		Health	2		
	20		20		20

Fifth semester

Library	2	Library	2	Library	2
Specialized psy-		Specialized psy-		Specialized psy-	
chology	3	chology	3	chology (adoles-	
Songs and games for		Reading methods ...	3	cent)	3
children	3	Participation	5	General science ¹ ...	3
Reading methods ...	3	Conference	1	Music ¹	3
Participation	5	Elective	6	Drawing ¹	3
Conference	1			Literature ¹	3
Elective	3		20	History ¹	3
	20			Geography ¹	3
				Mathematics ¹	3
				Economics	3
				Participation	5
				Conference	1
					20

Sixth semester

Observation and		Observation and		Observation and	
practice teaching..	10	practice teaching..	10	practice teaching..	10
Children's literature.	3	Principles of educa-		Junior high school	
Conferences	2	tion	3	English	3
Principles of educa-		Conferences	2	Conferences	2
tion	3	Penmanship	2	Principles of educa-	
Handwork	2	Reading and juvenile		tion	3
		literature	3	Penmanship	2
	20		20		20

Students entering Normal Schools in September 1921 will receive life diplomas on the completion of the work specified for semesters 1, 2, 3 and 6 (2 years).

The individual school with the approval of the Commissioner of Education may develop its own electives, which may include any subject for which it is specially adapted.

Such transposition as local demands require is permitted so long as the essential time requirements of the course are met.

¹ Select any two.

EDUCATION

Introduction to teaching — Semester 1

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them. Occasional visits to certain grades of practice school.

Psychology — Semester 2

An elementary course in psychology. Child psychology to the age of adolescence as a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (*a*) instinctive tendencies, (*b*) habit formation, (*c*) memory, association and economy of learning, (*d*) the thought processes, (*e*) the laws of learning, (*f*) the technic of study, (*g*) the extent and causes of individual differences among children and use of intelligence tests in determining them, (*h*) treatment of exceptional children.

Technic of teaching (school economy) — Semester 3

A course to give practical application through observation accompanying it to such topics as: objectives in teaching, selection and organization of subject matter, types of lessons, the recitation, the assignment, the question, what constitutes a successful recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

History of American education — Semester 4

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish education and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

Educational tests and scales — Semester 4

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaint-

ance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in handling tests will be provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

Sociology — Semester 4

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may cooperate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

Principles of education — Semester 6

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: the definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.).

HEALTH EDUCATION

A physical examination should be required as the first step in health education. Remediable defects and abnormalities should be corrected before graduation. Teachers should be required to practise reasonable health habits during training.

The purpose of the course is to prepare teachers to take an intelligent and active part in health education programs.

Course of study. Theoretical work and practical work in the gymnasium.

First year

Semester 1 — General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, corrective gymnastics.

Semester 2 — School hygiene; cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Progression in gymnasium work of semester 1 and folk dancing.

Second year

Semester 3 — Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, corrective gymnastics, setting-up drills; playground organization.

Semester 4 — Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene.

Playground administration; games; setting-up drills.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

ENGLISH

Essentials of English 1 and 2

This course should include the following types of work to be divided between the first and second semesters as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Define standards of spoken English required and correlation with school dramatics encouraged.

c Thorough study and practice of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling reproduction, dramatization, picture-study, speech correction, language games, etc., are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.

English literature (general) — Semester 2

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

Primary reading — Semester 3

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

Reading and juvenile literature — Semester 6

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested

in the state Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

Children's literature — Semester 6

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the state Syllabus for Elementary Schools should be stressed.

Junior high school English — Semester 6

A study of the field of literature recommended for early adolescence with special reference to the state elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

HISTORY

Modern European history — Semester 1

Medieval types of life: castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of modern European history; an analysis of Europe at the close of the French Revolution; the reaction of England and the continental nations to the extreme individualism of the revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the revolutionary principles in the expanding nationalism of Europe; the different political growths in the various nations after the revolution; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

American history — Semester 3

The European background of American history, including the settlement of the colonies and colonial development, should be briefly reviewed; geographical factors which have influenced American his-

tory with special reference to the differences between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American national institutions with an intensive study of the topics stressed in the Syllabus for Secondary Schools; a consideration of our present-day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographies, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment reviews, the adaptation of work to various grades and the correlation of English and geography with history.

ARITHMETIC

Intensive study of the essentials in the subject matter of arithmetic guided by the state syllabus and with topics selected from the standpoint of individual and community needs; developing number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions, denominate numbers; percentage, together with type problems chosen from the practical arts and actual business practice, emphasizing the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

Suggested elective course

The application of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

NATURE STUDY

Nature study — Semester 3

Nature study is to include such forms of elementary science in the grades not covered by geography as children can assimilate and should correlate with geography and reenforce it at every step. Methods classes should be shown that the purpose of nature study is to bring the pupil into a broad sympathy with the natural world, and especially to humaneness. The source of the material for study should be the things at hand, and it is important that these should be

presented from the side of field and laboratory. Field trips, therefore, should constitute a regular part of the work.

Classes are to be shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, should learn to depend on their own resources for securing the material to be used in instruction. Considerable attention should be given to the collection and suitable display of specimens to be studied. The course should lead students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

DRAWING 1

First year — Semester 1

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on the work given in the public school course of study and includes instruction in representation, design, lettering, composition and color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction or handwork should be based directly on this subject matter either to clarify it, or to illustrate some well-defined industrial process.

The following suggestions are made for the course:

Representation: Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, weaving, sewing and wood. Lettering, cut and drawn alphabets, labels and notices. Poster design. *Color:* The spectrum colors; hue; value; chroma; color schemes from nature; collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and which illustrate some process by which natural materials are transformed into commodities for the use of man. Since only a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

DRAWING 2

Second year — Semester 3

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

Representation: Composition of nature forms in given spaces; circular, parallel and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition; problems involving space division; use of nature material for design units; designs for special days and festivals; lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic; color analysis; discussion of color theories; design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

Construction: The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject matter: (1) the value of the industry to man; how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product; what constitutes excellence; (4) materials employed, where they come from; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries suggested for study include food, shelter, clothing, art products, and records, utensils, tools and machines, light, heat and power.

DRAWING 3 (elective)

Third year — Semester 5

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course should be devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation: Nature and object drawing in pastels, charcoal and water color; figure sketching for use in illustration and posters. *Design:* Design and color in relation to costume design and interior

decoration; the student should be allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excellence. The students should also contribute largely to the school needs in the way of posters and charts, designs for festivals and pageants, and covers for school publications.

DRAWING 4 (elective)

The work should be of college grade.

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture: elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: Choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: Textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited if possible, and traveling exhibitions may be secured for the school.

GEOGRAPHY

Geography — Semester 2

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or physiography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For example, such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or "problems" may best develop the significance of such influences. Such a broad course can not ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International rela-

tions, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

Geography (method) — Semester 3

A study of teaching practice (or method) in the presentation of this subject in the grades. This should include enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present — journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each should be presented. A study of the materials available to the teacher should be made — textbooks, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips should be included and an intensive consideration of New York State geography as recommended in the state syllabus should be made.

MUSIC

All students should be examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, should be assigned to a special class for intensive instruction. A daily period of such instruction will soon bring the majority of such pupils into line and enable them to profit from the work of the regular course. The work of such a class should consist of the imitation of tones and simple melodies and the introduction of music reading.

First year

The work of the two semesters should accomplish the following:

Music reading

Ability to read at sight material found in such books as the Congdon Primer and No. 3; Hollis Dann course, second, third and fourth books; Progressive, books 1 and 2; Harmonic Course, Primer and Book 1; New Educational Series, Primary Melodies and Book 1.

Ear training

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant subdominant, relative and tonic minor keys; familiar songs, period, phrase, two and three part forms, authentic plagal, cadence and semicadences. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

Notation and terminology

Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs, signs of expression as found in readers used, terms expressing power, tempo, style; use of accidentals writing all forms of minor scale, syncopation, couplet, triplet etc.

Songs

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and six grades.

Second year — Semester 3

Methods

1 Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons should include songs taught by imitation, lessons in music reading with ear training, lessons in musical notation. The textbooks used in giving these lessons should be in the hands of the pupils for every-day practice.

2 Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies will familiarize students with their practical import.

3 The class should be furnished with graded lists of songs, and song books, books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material should be recommended.

4 Observation and practice teaching.

Music appreciation

This course must be determined by the individual school and its local facilities but in general should include a brief study of the lives and works of the Masters; orchestration; conventional forms of composition; demonstration on piano and with records; study of standard operas and symphonies; attendance when possible upon concerts and operas.

OBSERVATION AND PARTICIPATION

A student-teacher should be assigned to responsible practice teaching only after he has had opportunity to observe and study good teaching.

The two great problems of the training school are the pupil's progress and the student-teacher's growth in skill. In the interest of the pupil's progress not more than one-half of their instruction should be given by the student-teacher.

Observation should be closely articulated with the subject matter and methods courses, and should be made the link between theory and practice. In connection with observation there should be ample discussion and the student-teacher should be required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teacher should be called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans should be required for every exercise. These plans should be carefully revised by the critic and constructive criticism made. In practice teaching the student-teacher should be thrown on his own resources as much as possible. At stated times the critic should meet the student-teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of school-room procedure, based on the actual teaching of the student-teacher.

RURAL COURSE

(Where sufficient request is made the following is suggested as a three-hour elective in the fifth semester.)

The aim of the course arises from the purpose and the nature of the work in the rural school and seeks its expression through the study of these topics: the one-room school, its physical surrounding and handicap, its beautification and its contribution to community life; the daily program of study and recitation, reducing the number of classes by combining grades, vitalizing study by home projects, and the correlation of vicinity occupations and interests; the school as a center for instruction and recreation for the whole community; the discussion of migration to the city, the cooperation of all for better conditions of living, including the need of scientific agriculture, good roads and markets; the rural school as affected by supervision, consolidation, transportation and other agencies of general or local nature, together with a study of the distinctive characteristics of rural life.

PENMANSHIP

The prospective elementary teacher should be trained to acquire two outstanding qualifications: first, the ability to write a good hand herself, one that combines legibility, ease and speed; second, a knowledge of how to teach penmanship to children. Poor writing in school is due largely to an inefficient method of procedure.

The teacher should be trained to recognize ideals and limitations, especially for the grade or grades in which she is to work. She should know what can be reasonably expected. Along with the knowledge of how much to expect should go the ability to judge good work and to bring about improvement through constructive criticism.

Special attention should be given to the habit of correct posture. The teacher should be trained to realize that the best results in penmanship can not be attained unless the principles taught are applied in every written exercise. Nothing but the best written work of which the pupil is capable should be accepted in the ordinary routine of school work.

LIBRARY METHODS

Outlines of Lessons

Use of the library

Arrangement of books in our library. Location of special collections, library tools, children's books, etc. Regulations—charging books, fines, library etiquette, etc. Use of the card catalog.

The book

Study of printed parts. Title page, preface, table of contents, illustrations and maps, text, appendix, bibliographies, index. (Emphasis on the use of table of contents and the index.)

Reference books (general)

Dictionary. What it contains. How to use it as a reference book. Arrangement. Abbreviations etc.

Encyclopedias. When and how to use them. Comparison of most important ones.

Yearbooks. Handbooks.

Reference books (special subjects)

Statistics and social questions; useful arts; fine arts; literature; debates; geography, atlas; biography; history.

(Under each class take only those which are most important and with which a teacher should be familiar. Assign a practical problem with each group of books.)

Picture collection and clippings file. Sources of material. How to arrange and mount.

Magazines. Study of types of magazines. How to use the Readers' Guide, and Pool's Index.

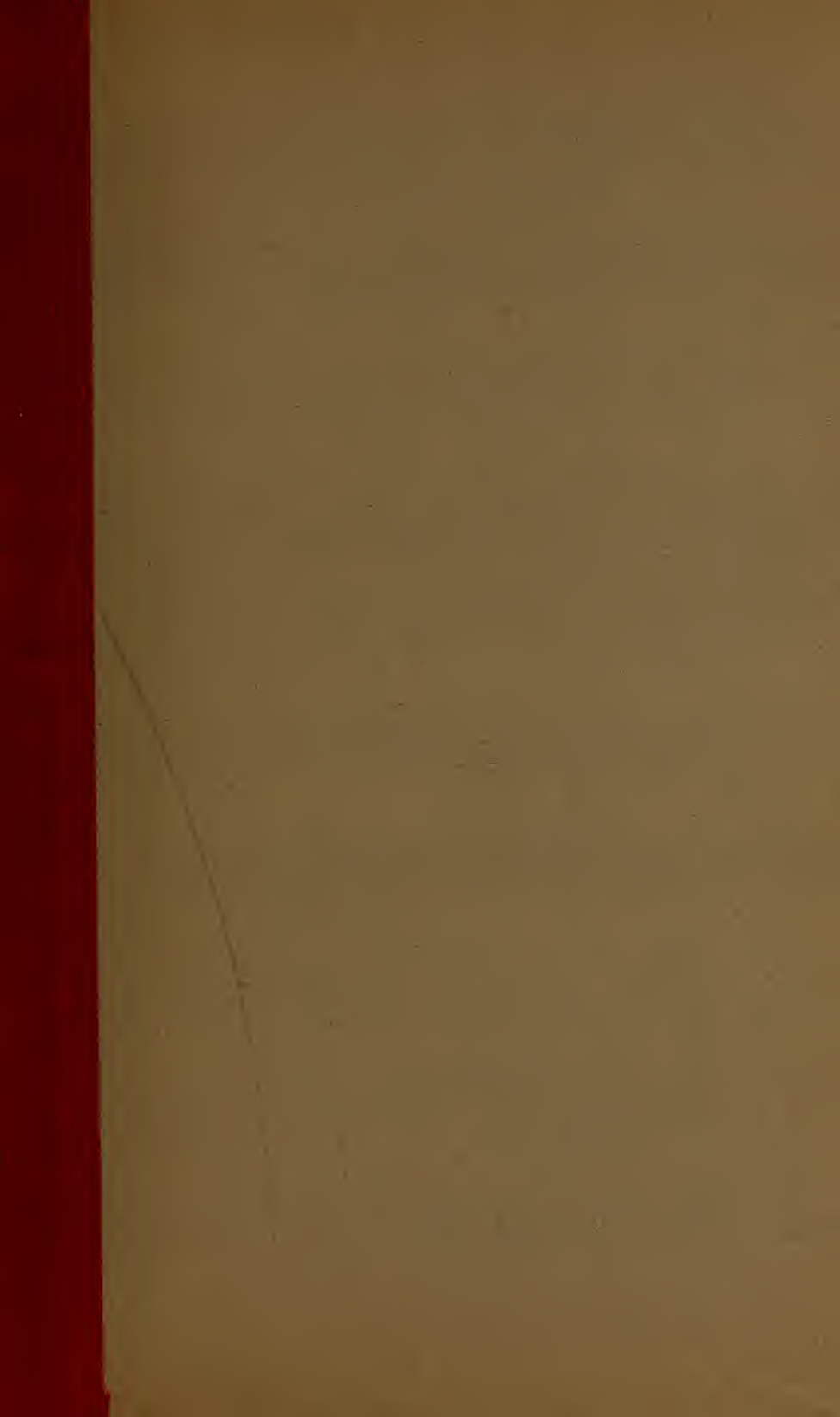
School library aids from United States Government; which are important; what may be obtained free; aids from State Education Department; aids from the public library.

Book selection for schools and teachers.

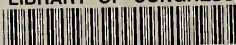
Principles

Lists

Teaching the use of the library in the eight grades.



LIBRARY OF CONGRESS



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